

COLLABORATIONS BETWEEN HIGHER EDUCATION AND COLLEGE- READINESS PROGRAMS FOR DISADVANTAGED HIGH SCHOOL STUDENTS IN NEW YORK CITY

June 2005

Goals:

- To learn what types of academic enrichment work best in the setting of community service programs in New York City.
- To enhance the readiness for college on the part of highly talented but disadvantaged students in programs in New York City supported by the Teagle Foundation.
- To provide opportunities for faculty and students at colleges and universities in the New York City area to work with these students.
- To encourage these students to aim high in setting their academic goals, and to succeed in reaching them.

Means:

A college or university contacts one of the high quality community service groups identified by the Teagle Foundation, and they agree to collaborate in the development of a program based on challenging and stimulating subject matter in an academic discipline. The program may include afternoon, evening or weekend seminars or other meetings, and visits to libraries, campuses, museums, or other cultural centers. (We are especially interested in programs that nurture the imagination while challenging the mind.) Student progress is carefully monitored both during the program and thereafter, with particular attention to students' readiness to undertake college-level work and succeed in it.

Guidelines:

We need a relatively brief narrative (three pages maximum), along with a budget and supporting material, including:

- a letter of endorsement from the community organization with which the college or university plans to work
- a letter from the college or university President, Provost, or equivalent endorsing the project, and agreeing to the proposed arrangement to provide release time or additional compensation, in accordance with the budgetary guidelines mentioned below, for the faculty member in charge of the project
- the c.v. of the faculty member who will lead the program
- a time line for the implementation of the project
- a plan to assess, over time, the effectiveness of the program.

Hypothetical Example:

A department of Music at a university in New York City collaborates with one of the Teagle-funded community service organizations to develop a seminar on classical music to run for summer 2006 or for some portion of the 2006–7 academic year. Each participant in the seminar receives an iPod loaded with a rich repertoire of classical music (no doubt quickly enriched with other music as well). Undergraduate majors in the department accompany the faculty member in charge to meetings with the participants at the site of the community service organization and at some meetings of the seminar; they also join in a visit to the collection of historical musical instruments at the Metropolitan Museum, and attend concerts at Carnegie Hall, performances at the Metropolitan opera, and other venues in the city. Participants discuss (with some undergraduates joining in when appropriate) the works performed, and biographical and critical readings about them. The undergraduates serve as tutors and mentors of seminar participants and receive a modest honorarium for their help. Participants read, write, make oral presentations, and receive feedback in ways that replicate, in appropriate fashion, the experience in a college course; in addition, each participant writes a longer paper on a favorite composer. Contact among the participants continues after admission to college; emails, surveys, and a reunion help gauge the effectiveness of the seminar and ways it might be improved in the future.

Budget:

- Grants are for operations during the academic year 2006–7 but are renewable on an annual basis for the next few years. The budget may include planning costs during the spring of 2006.
- The maximum grant is \$25,000. We expect to make seven grants.
- Appropriate for inclusion are all direct expenses associated with the project, including travel, meals, books, xeroxes, computer software, and stipends for course assistants.
- The budget may include one (but not more than one) of the following for the lead faculty member:
 - a partial summer stipend;
 - a small fraction of the lead faculty member's compensation if the institution reduces his or her teaching or administrative responsibilities because of this program;
 - an honorarium or overage not to exceed \$10,000 in recognition of services to the program.
- The Teagle grant does not include indirect costs.
- The budget should show the total cost of the project, including cost sharing by the participating institution (for example, secretarial support, use of facilities etc.), as well as a separate listing of funds requested from the Teagle Foundation.
- Grants are for one year, but are renewable if good progress is being made.

Reports

A narrative progress report is required by January 6, 2007. A final report is due by September 1, 2007. This should include a final accounting of all funds received and a narrative designed to be useful to other colleges or community service organizations when posted on the Foundation's web site.

Timeline:

September 30, 2005: Meeting in New York City for college, university and community service organization representatives interested in participating in this program. Please contact Cheryl Ching (cdching@teaglefoundation.org) by September 1st to let us know you will be attending.

November 1, 2005: Applications due

Late February 2006: Notification of awards

July 1, 2006 - June 30, 2007: Grant period

January 6, 2007: Progress report and request for renewal due

September 1, 2007: Final narrative and budget report due

Three copies of the proposal should be sent to:

The Teagle Foundation
Room 920
10 Rockefeller Plaza
New York NY 10020 -1903

Questions may be addressed by email to Donna Heiland, Vice President for Programs at the Teagle Foundation (dheiland@teaglefoundation.org).